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**WORKMEN'S COLLEGES.**—"In spite of initial checks and persistent difficulties, the higher education of workingmen advances apace and is spreading throughout the world. Long ago England perceived that the granting of manhood suffrage made it necessary to 'educate our masters,' but Ruskin College at Oxford, though an honorable pioneer, appears to have struck the wrong trail. Men from the trades-unions do not feel at their ease in a city of spacious architecture and even more spacious leisure, swarming with flanneled and beribboned youths. Nor is the university, for all its liberalism and its flirtations with guild socialism, quite trusted to give unbiased instruction. The new 'masters' also are Englishmen and shrewd; they prefer to instruct themselves, and indeed to instruct their new 'men,' by means of an education association of their own..

"At a recent meeting of the Universities Congress in London, at which the higher institutions of the entire empire were represented, Lord Haldane faced the situation frankly. The problem is to supply extension teachers who are conservative enough to please those who support the universities financially and at the same time progressive enough to suit the radical workingman. Mr. Darnley Naylor of Adelaide, Australia, who spoke in a similar vein, remarked that the lecturer in economics was usually beset by 'a small but noisy party' of Marxians who insisted upon leading him to the light. Yet these are but casual rubs. The general spirit of the congress was hopeful. All over the world, as Lord Haldane reported, those who work with their hands are calling for the higher knowledge. Not the least potent means of their education is the noisy argument of those who insist upon lecturing the lecturer.

"In the United States also the movement is afoot and making giant strides. In a recently issued pamphlet Arthur Gleason tells of the foundation within the past two or three years of workers' colleges in no less than ten industrial centers—Boston, Philadelphia, Baltimore, Washington, Rochester, Pittsburgh, Cleveland, Minneapolis, St. Paul, and Seattle. As yet the total registration of regular students is only about 10,000, but the number is increasing rapidly. The instruction includes not only politics, economics, and science, but literature, drama, and even dancing. As in the British Empire, there is difficulty in striking

an acceptable note in the instruction. The students insist upon the right to talk back, and in Seattle succeeded in having several lecturers from the state university returned where they came from. Mr. Gleason, himself a Socialist, complains of a lack of 'open minds' among available professors, but looks hopefully to the future for a more abundant supply. In all probability there will be more open minds than Socialists. Here, as in the British Empire, Marxians are a small and diminishing minority, however clamant.

"The essential thing is that workers shall receive every encouragement in the pursuit of advanced knowledge and free discussion. That they are apparently in a way to do. 'There is a class division in knowledge,' said Lord Haldane, 'which goes deeper down than any other division, and it is that division which is producing much of the unrest in the industrial world to-day.' In so far as our institutions are based on truth and inspired by republican liberty they can only gain by a deeper knowledge of them."—*New York Times*.

#### *The Brookwood Workers' College*

"The aims of the Brookwood Resident Workers' College, scheduled to open at Katonah, N.Y., in the autumn have been outlined by a cooperating labor committee, headed by John Fitzpatrick, president of the Chicago Federation of Labor. The statement says:

"Save for the fact that it stands for a new and better order, activated by social values rather than pecuniary ones, Brookwood is not a propagandist institution.

"It earnestly and fearlessly seeks the truth, free from dogma and doctrinaire teaching. It believes that the labor and farmer movements constitute the most vital concrete force working for human freedom and that by exerting a wise social control, they can bring in a new era of justice and human brotherhood. Brookwood seeks to provide working men and women with an education which best fits them for such service.

"The college will train economists, statisticians, journalists, writers and teachers, as well as organizers, workers, and speakers for the labor and farm movements. It will be virtually a

professional school to educate workers to work in the workers' movements and frankly aims not to educate the workers out of their class.

"One of the greatest factors, if not the greatest factor, in education at Brookwood is the community living, which itself presents and offers opportunity to work out the problems of democracy as they arise from day to day.

"Nor are any persons set apart as exclusively manual workers. All participate in the daily tasks. Faculty and students perform the jobs that call for attention, from cooking to wood cutting and from farming to dishwashing. The importance and dignity of hand work and head work are both fully recognized.

"In the history courses, consideration will be given to the social forces at work through the masses rather than to the political and militaristic activities of the ruling classes. There will be a course in labor, taking in its history, organizations, problems, tactics, and its future. Music, art, and letters also will receive attention."

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Reference may also be made to an article by Herbert Feis on the Workers Educational Movement in the United States, in *School and Society* for September 10th, with a discussion of the relation of this movement to the universities.

THE ANTIOCH PLAN.—"What American colleges most need is a new definition of the aims of general education and a new method by which there may be secured to it the concentration, energy, and enthusiasm which attend vocational and professional studies. To give the general student the virtues of specialization, not its defects, is the problem of the college of to-day. At first sight it might seem that the university, where the general student is at last in physical contact with all the resources of special research, is the place where the problem is to be solved; but experience seems to prove that it is there that the chasm is widest. It is in the very shadow of specialization that the general student shows himself least responsible, least concerned with justifying his existence. And in the mass and momentum of a university there is difficulty in organizing